

# Texas Education Review

## **To the Times in Which We Live**

### **Editorial Board**

*Texas Education Review*

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The Internet and supporting web-based technologies have transformed the way we create, store, and share information. On one hand, access to knowledge rapidly is disappearing as an impediment to learning. This ease of access not only facilitates learning, but can lead to the creation and delivery of new knowledge. On the other, the proliferation of information has been critiqued for the ways modern technology such as blogs, Wikis, and alternative news websites inform, but also redistribute distorted information (Birkland, 2011). In the policy world, the phenomenon of the advocacy explosion and its relationship to the media has long history of dialogue and debate (Birkland, 2011; Berry, 1995; Gordon, Miller, & Rollock, 1990; Graber, 1995).

It is within this context of evolving technological literacy that the *Texas Education Review (TxEd)* was founded and launched:

It is a web-based journal.

It is open access, without fees to publish.

It is peer reviewed.

It is student-founded and operated.

To mark the launch of *TxED* we dedicate our first Volume, *Time Capsule 2013*, to the interesting times in which we live. In this inaugural volume, we collect a series of editorial pieces written by academics, practitioners, and policymakers from across the United States. These editorials focus on contemporary critical issues from across our educational landscape. In many cases, we present more than one editorial in order to provide different perspectives on an issue.

We chose the time capsule format for our launch because its structure mirrors the template we will use to organize *TxE*d in the future. Rather than publishing a chronological, assortment of pieces whose only loose connection is that they relate to “education,” it is our aim to deliver to our readership clusters of research focused on specific critical issues in education. We intend for *TxE*d to become a significant resource for persons wanting to deepen their understanding of a specific critical issue like school finance. In the spring 2014, we will launch Volume II, which adds further depth to the topics introduced in Volume I.

There are many critical issues facing education today. Volumes I and II only address a handful of these, including: bilingual education, campus climate, charter schools, gaming and education, minority student achievement, school finance, STEM education, and urban education. In future Volumes we intend to add to this list, particularly as issues are brought to the fore through new federal and state-level policies that address the educational landscape. Thus, despite the difficulties imbued within Internet information apparatuses, *TxE*d’s structure helps foment our ability to intelligibly and responsibly contribute to web-based information.

So too, the focus of *TxE*d is a function of our context – historically, physically, and geographically. *U.S. News and World Report* (2013) ranks the University of Texas at Austin, 52<sup>nd</sup> among world universities, while overall our College and Graduate School of Education ranks 1<sup>st</sup> in the U.S. among public universities. In other words, the College of Education at UT Austin is a leading educational institution – and one uniquely geographically positioned in a state capital, which is influential on the national stage of educational politics and policy. This creates a rare opportunity for research, analysis, and writing by authors

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with direct access to policymakers and stakeholders on the leading edge of educational issues in the United States.

From this context, we derive our Mission:

*TxED* will publish works by graduate students, academics, and practitioners focusing on education policy and related issues, with non-exclusive preference given to works that focus on issues in or affecting the State of Texas.

Through the launch of *TxED*, we join students who publish academic peer-reviewed education journals at other top universities across the nation. To be clear, we are a student-run journal, founded and operated by PhD students at UT. We are not a university-sponsored organization, but are a private entity, independent from the University.

Our objectives as an organization are threefold:

1. To publish academically rigorous works in the field of education written by students, professors, academics, and policymakers;
2. To provide graduate students with hands-on experience in academic writing, peer review, editing, and publishing; and
3. To foment active and rigorous research and publication habits in students of the College of Education.

We hope that you enjoy the fascinating, critical perspectives offered by a diverse array of authors in our inaugural issue, and that you find *TxED* of value in the years to come.

## **ACKNOWLEDGEMENTS**

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